

**2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2**

COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

**ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Grant period from

**January 1, 2019 - June 30, 2020**☒ Pre-award costs are not permitted.**Required Attachments**Attachment 1: *Leverage Leadership Readiness Assessment***Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization **Castleberry ISD** CDN **220917** Vendor ID **756004526** ESC **11** DUNS **060663219**  
Address **5228 Ohio Garden** City **Fort Worth** ZIP **76114** Phone **(817) 252-2000**  
Primary Contact **Dr. John Ramos** Email **ramosa@castleberryisd.net** Phone **(817) 252-2000**  
Secondary Contact **Renee Smith-Faulkner** Email **SmithR@castleberryisd.net** Phone **(817) 252-2000**

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **John Ramos**Title **Superintendent**Email **ramosa@castleberryisd.net**Phone **(817) 252-2000**Signature Date **11/09/2018**Grant Writer Name **Christi Martin**Signature Date **11/13/2018**☐ Grant writer is an employee of the applicant organization.☒ Grant writer is not an employee of the applicant organization.RFA # **701-18-105** SAS # **276-19****2019-2020 Principal Preparation Grant Program, Cycle 2**

Page 1 of 11

**701-18-105-029**

Application stamp-in date and time

RECEIVED  
TEXAS EDUCATION AGENCY  
2018 NOV 13 PM 3:48  
DOCUMENT CONTROL CENTER  
GRANTS ADMINISTRATION

**Shared Services Arrangements**

☒ SSAs are not permitted for this grant.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
A need to improve teacher and student achievement, teacher growth and instructional pedagogy	Residency students will work with the Teaching, Learning, and Innovation Team and w/campuses to help support instructional practices targeted to improve student learning, provide training, support, and monitoring of effective RTI systems to improve reading instruction for struggling learners.
A need to facilitate improved engagement through effective communication, both among teachers and administrators and with the greater community	Residency students will help establish a clear brand identity for the district by increasing participation in all district-level electronic communications. Employee and School Climate Surveys will indicate satisfactory district internal communications and positive connections between campuses and communities.
A need to optimize resources to sustain and enhance effective and efficient operations	Residency students will help to design and create active flexible learning spaces which will also include extracurricular facilities and venues to support learning, teaching, and student engagement within the next five years.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Castleberry ISD is committed to using measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem-solving, and growth mindset to select and develop [X] candidates to be exceptionally-qualified administrators who are not only effective problem-solvers and positive leaders but who have demonstrated a deep understanding of the unique needs and vision of the Castleberry District (e.g. high population of students with English as a second language, need to improve teacher and school-community relationships and communication and collaboration, etc.).

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By the end of September 2019, candidates will have completed their first course and will have chosen a specific problem to solve from CISD's Needs Assessment. They will have developed a project plan to implement a solution to that problem and be in the midst of it's implementation.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By the end of January 2020, candidates will have completed an additional course and will be starting their third course. They will have begun implementing their solution to their chosen problem and will be in the process of collecting data on its effectiveness in preparation for writing their final report. They will have had at least 2 meetings with their mentorship team to assess the progress of their project.

**Third-Quarter Benchmark**

By the end of May 2020, candidates will have completed their coursework. They will be in the final implementation stages of their project, collating data and obtaining survey results to prepare for their final analysis of solution achievements and the report to the mentorship team. They will also include a discussion of recommendations for future steps.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The course of study for this collaborative project is designed to ensure the students gain the information, experiences, and current evidence-based practices they need to assist them in their school improvement efforts. With the guidance of an experienced mentor assigned to them, each residency student will develop a project to solve a specific problem facing CISD and design surveys to effectively measure the results of the solution programs they develop. Another component of their design will be the anticipation of potential problems that may arise so they can foresee and address these problems in the original design of their projects.

By developing and implementing a solution to a specific problem in CISD, this program of study will provide participants with a clear understanding of the real challenges they may face as administrators and empower them with evidence-based practices so they are prepared to meet the needs of all students in their district.

The assigned mentors will report to school/district administrators monthly to continually assess and ensure residency students are on track to meet their benchmarks. If any student is not meeting the assigned benchmarks they will meet with their mentor to assess and develop an additional plan of action.

Benchmark 1 will be assessed and interventions implemented by the end of September, 2019

Benchmark 2 will be assessed and interventions implemented by the end of January, 2020

Benchmark 3 will be assessed and interventions implemented by the end of May, 2020

**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances.

Check each of the following boxes to indicate your compliance.

The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The

☒ applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation

☒ Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

The applicant assures that partner principal EPP provides residents with a full-time residency experience including

☒ certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and

☒ Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to [brenda.garcia@tea.texas.gov](mailto:brenda.garcia@tea.texas.gov) for approval.

The applicant assures understanding that full grant award will not be released until TEA staff have concluded the

☒ negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

**Statutory/Program Requirements**

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Our process for targeting and recruiting residency candidates will focus on those who have shown a desire and an aptitude or a strong desire for achieving measurable results via a strong relationship with students, parents and fellow teachers and administrators. We will request participation from interested candidates and use the following criteria in our selection process:

- displays ability to teach students effectively, bringing up performance scores
- displays a flexible rather than a fixed mindset
- shows ability and drive to be positive and solution-oriented
- exhibits understanding of the primary problems facing Castleberry ISD and a desire to improve in those areas
- proven communication and relationship skills in working with students, school staff and members of the greater community
- exhibits a tendency to take ownership of and initiate steps to solve problems
- displays qualities of leadership, open-mindedness, ability to listen to all stakeholders, and character to inspire positive change in others

Residents will be chosen in part based on their ability to understand the struggles associated with diversity in student populations. Residents will be expected to be sensitive to these nuanced challenges and be able to articulate their understanding and teach and lead accordingly.

**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The program is geared in part to encourage initiative and develop confidence so the residency students will be required to guide much of their program. They will be also assigned a mentor and will attend [X] classes over x, y, and z subjects throughout the year to supplement and dovetail with their self-guided projects. They will also gain valuable experience by designing, implementing and assessing their own solution to a problem from a list of issues identified in the Castleberry ISD Needs Assessment.

The students will first be provided with the opportunity to select and design their project based on one of the issues identified in the CISD Needs Assessment. Then they will choose from a pool of mentors and their mentorship team will be established. They will also choose one of their courses based on the level of alignment it shares with their chosen problem. The other two courses will be chosen by their mentorship team and the CISD program partners.

The first month will be dedicated to a detailed, in-depth introductory learning and planning period of choosing a mentor, setting up their individual course paths and designing their projects.

Their projects will span ten months divided into three 14-week segments after which each will, in partnership with their mentor, assess the status and realign any project objectives necessary.

The final month will allow for an in-depth analysis and creation of the project report, including a presentation to the participants, mentorship team, school and district administrators and any other relevant stakeholders. An evaluation process will occur including feedback via surveys designed by the student and his/her mentorship team. Depending on the specifics of the project, student performance or other factors may be assessed for levels of improvement or lack thereof as a direct result of the project.

Finally, a decision will be made about future steps, including a continuation, modification or cessation of the project in future residencies.

**Statutory/Program Requirements**

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

**Statutory/Program Requirements (Cont.)**

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Castleberry ISD hosts campus progress monitoring days each six weeks. During this time administration and campus leadership teams review all Unit Assessment data, Benchmarks, Reading assessments, etc. Teachers have reflection stems they complete to identify the root cause of the areas of concern. Then action plans are created.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Castleberry ISD has fully implemented the state's T-TESS appraisal system.

The district additionally has implemented a system of weekly data walks across our campuses.



**Equitable Access and Participation**

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- ☒ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ☐ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

**PNP Equitable Services**

Are any private nonprofit schools located within the applicant's boundaries?

☐ Yes ☒ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the grant?

☐ Yes ☐ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

**5A: Assurances**

- ☒ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☒ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

**5B: Equitable Services Calculation**

1. LEA's student enrollment	3,904
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	3,904
4. Total current-year grant allocation	
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<b>0</b>

**Request for Grant Funds**

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program

4

Matched amount (number of principal residents participating in program x \$15,000)

60,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

**PAYROLL COSTS (6100)****BUDGET**

Stipends for Principal Mentors (4 x \$1500)

6,000

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Program Evaluator

3,000

**SUPPLIES AND MATERIALS (6300)**

Manuals, books and training materials for residents

2,000

**OTHER OPERATING COSTS (6400)**

Travel for residents, principal mentors, IHE/EPP trainer to Summer Institute

2,000

Certification Exam Costs

1,500

IHE Tuition

35,000

Total Direct Costs

49,500

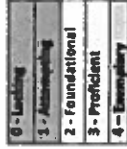
Indirect Costs

1,943

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

51,443.87

## Attachment 1: Leverage Leadership Readiness Assessment

<b>Leading Data Driven Culture:</b> <i>How would you describe your team's...</i>		
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?		4
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?		4
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?		3
d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments?		2 in progress
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?		1
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?		4
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?		3
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?		2
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?		1
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?		3

## Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...*</i>		0 - Lacking 1 - Approaching 2 - Foundational 3 - Proficient 4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3	
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	3	
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	3	
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3	
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3	
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3	
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3	
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3	
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	3	
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	2	